

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12TN1**

School Type (Public Schools):    ☐ Charter    ☒ Title 1    ☐ Magnet    ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mrs. Paulette Bond

Official School Name: E. E. Jeter Elementary School

School Mailing Address:    7662 Benjestown Road  
   Millington , TN 38053-5014

County: Shelby                      State School Code Number\*: 790

Telephone: (901) 873-8170    E-mail: pbond@scsk12.org

Fax: (901) 873-8170              Web site/URL: http://www.scsk12.org/SCS/elementary/Jeter/Home.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. John Aitken    Superintendent e-mail: jaitken@scsk12.org

District Name: Shelby County Schools    District Phone: (901) 321-2500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Billy Orgel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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12TN1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

12TN1

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 29 Elementary schools (includes K-8)  
 (per district designation): 14 Middle/Junior high schools  
8 High schools  
0 K-12 schools  
51 Total schools in district
2. District per-pupil expenditure: 8248

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	11	12	23		7	0	0	0
1	13	8	21		8	0	0	0
2	24	11	35		9	0	0	0
3	22	12	34		10	0	0	0
4	14	17	31		11	0	0	0
5	25	17	42		12	0	0	0
Total in Applying School:								186

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
23 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
74 % White  
1 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 18%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	17
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	31
(4)	Total number of students in the school as of October 1, 2010	176
(5)	Total transferred students in row (3) divided by total students in row (4).	0.18
(6)	Amount in row (5) multiplied by 100.	18

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 0

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 51%

Total number of students who qualify: 94

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 18%

Total number of students served: 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>16</u>	<u>7</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>5</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>0</u>
Total number	<u>35</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	95%	95%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

The motto, “Excellence in Action” has emanated from E.E. Jeter Elementary School (Jeter) since it was erected in 1922. One of the oldest schools in the Shelby County School District, Jeter is steeped in tradition and history. Many students attending the school are third and fourth generation Jeter Jets. The school is non-transitional but draws many transfers due to its reputation for academic excellence.

The mission of E.E. Jeter Elementary is to promote the academic, physical, emotional and social development of each child in order to prepare him or her to become a responsible citizen. Jeter Elementary offers high academic standards in a nurturing small family atmosphere, and the faculty, staff, and PTA work closely to ensure that every student receives the necessary support and encouragement. The school is a source of pride to the community, the faculty, staff and students.

To meet the challenges of the 21<sup>st</sup> century, Jeter sets high expectations for ALL students to ensure they are able to reach their full learning potential. Jeter has a history of high achievement, having earned straight A’s in Achievement on the Tennessee Report Card for 10 consecutive years. The percentage of economically disadvantaged students has increased significantly from 2007-2011. During the 2007 assessment year, 38% of the students received free or reduced lunch, and 58% of the students received free or reduced lunch in 2011. Due to the increase in poverty, Jeter became a Title I school during the 2011-2012 school year.

For the 2010-2011 Tennessee Comprehensive Assessment Program (TCAP), 86% percent of the students scored proficient or advanced in Math, and 70% scored proficient or advanced in Reading. In Math, 81% of the economically disadvantaged students were advanced or proficient. Sixty-one percent of the economically disadvantaged students were advanced or proficient in Reading/Language Arts plus Writing. Jeter attributes closing the achievement gap for its economically disadvantaged students to utilizing the following strategies: skilled small group instruction, co-teaching, computer-based three-tier Reading and Math intervention programs, team teaching, IEP accommodations and parental and community involvement.

Jeter’s philosophy of high expectations cultivates a “No Excuse/No Failure” culture. Every member of the school’s staff understands their role in ensuring that all Jeter students receive a high-quality education. The school’s belief system is institutionalized and adopted by all employees. The Jeter staff believes that:

- All students are unique individuals who are capable of learning.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs, which are met through integrated teaching strategies.
- Educators, parents, students and community members share the responsibility in developing policies to support the school’s mission.
- Mutual respect, cooperation, decision-making and acceptance of responsibility among educators, parents and students will create a nurturing, safe and clean environment that enhances learning.
- If students remain actively involved in innovative, challenging and success-oriented learning experiences, all will have an opportunity to reach their maximum potential.
- Students learn to make appropriate decisions given a supportive and challenging environment promoted by parents, educators and community.

- Cultural diversity provides an opportunity to increase students' understanding and awareness of ethnical differences.
- Technology skills play an integral part in life-long learning experiences.
- Educators continually assess instructional practices to ensure that they reflect the changes of society and prepare students for their futures.

Jeter boasts teamwork as its watchword. The faculty and staff work in tandem with an organized and highly effective P.T.A., as well as a diverse group of parent volunteers. Together, they provide opportunities for students that far exceed the school's given resources. The community spirit, expert faculty, supportive parents and outstanding student body personify the E. E. Jeter motto: "Excellence In Action."



### 1. Assessment Results:

E.E. Jeter Elementary School (Jeter) utilizes the Tennessee state academic standards and the National Common Core Standards as a framework to guide instruction. The State Performance Indicators (SPIs) offer direction for daily teaching. The TCAP (Tennessee Comprehensive Assessment Program) in grades 3-8 is the assessment tool used in Tennessee to determine the mastery of these state standards. Tennessee does not mandate testing in grades k-2.

The state of Tennessee's four performance levels for TCAP are categorized as follows: advanced, proficient, basic and below basic. Students scoring advanced are above grade level, proficient are on grade level, basic are below grade level and below basic are significantly below grade level. Tennessee's required annual measurable objective/benchmark for making Adequate Yearly Progress (AYP) for Reading/Language Arts plus writing in grades 3-8 for 2010-2011, is 49% proficient or advanced. Forty percent of the students must be advanced or proficient in Math. To achieve required AYP status, the school, including all subgroups, must meet or exceed the established benchmarks for that school year.

TCAP summative testing results for 2007-2011 indicate that Jeter Elementary made AYP over this five-year period for testable grades 3-5 with 100% of students being tested. Jeter has earned all A's in Academic Achievement for 10 consecutive years on the Tennessee Report Card.

In 2009, Tennessee revised the state assessment to ensure rigor and allow students to compete nationally. Raising the achievement standards caused a decline in the percentage of students scoring proficient or advanced at Jeter for the 2009–2010 TCAP. This motivated the faculty and staff to devise a school-wide plan focusing on Math. This plan allowed Jeter to show a significant gain of 28 points in the area of Math for the 2010–2011 TCAP assessment. The teachers at Jeter collaborated horizontally and vertically to establish goals and instructional strategies that would ensure growth in Math. This plan continues to be implemented for Math with the addition of similar strategies utilized in the area of Language Arts.

The percentage of economically disadvantaged students has increased significantly from 2007-2011. During the 2007 assessment year, 38% of the students received free or reduced lunch. In 2011, 58% of the students received free or reduced lunch. Due to the increase in poverty, Jeter became a Title I school during the 2011-2012 school year.

For the 2010–2011 TCAP assessment, 86% percent of the students scored proficient or advanced in Math, and 70% scored proficient or advanced in Reading. To meet the challenges of the 21<sup>st</sup> century, Jeter sets high expectations for ALL students to ensure they are college-and career-ready. Teachers and administrators strive for all students to perform at or above grade level. Although some students still perform below grade level, teachers ensure that students are continuing to show growth on assessments throughout the school year.

Based on the 2010-2011 test results, there is not a significant gap, of 10 points or greater between the performance of all students and economically disadvantaged students in Math and Reading at Jeter. For Math, 81% of the economically disadvantaged students were advanced or proficient. Sixty-one percent of the economically disadvantaged students were advanced or proficient in Reading/Language Arts plus writing. Jeter attributes closing the achievement gap to utilizing the following strategies: skilled small group instruction, co-teaching, computer-based three-tier Reading and Math intervention programs, team teaching, IEP accommodations and parental and community involvement.

Teachers exercise Norman Webb's Depth of Knowledge to define student performance expectations, including: recall, skill concept, strategic thinking and extended thinking. In addition, students are held responsible for their learning while sharing Jeter's philosophy for high expectations. This cultivates a "No Excuse/No Failure" culture. Jeter is aware that motivating the student body contributed to closing the achievement gap. For example, students are rewarded with a popcorn-movie party after completing each unit in Math and showing mastery of specific skills. Jeter also hosts an annual TCAP pep rally, which energizes and excites all Jeter Jets. This event minimizes test-taking anxiety and shows appreciation for the students' year-long preparation for the assessment.

## **2. Using Assessment Results:**

Teachers begin the year by analyzing current students', as well as former students' test data from the prior year. They identify areas to strengthen, as well as areas that were successful. By gathering this information, teachers are able to identify best practices used and the areas that need refinement.

Each school year students take three benchmark tests from Discovery Education in the subject areas of Reading, Math and Science. The results are then used to drive instruction. One room in the school is dedicated solely to displaying the data collected from these benchmark assessments. Each grade level has a space divided into the four performance levels. Students' names and subgroup information are placed on removable post-it notes. After each benchmark test, teachers are then encouraged to visit the data room and physically move the students to the appropriate category. Teachers are able to visually grasp the current level of the class as a whole, as well as each student individually.

Based upon Discovery Education benchmark assessments, the students in need of intervention and/or enrichment are given teacher-created practice probes that are skill-focused and leveled. These probes and benchmark tests are used with whole group instruction to model test-taking skills and strategies. Teachers use available sample test questions from Discovery Education to create similar formatted assessments. Additionally, teachers collaborate to develop common formative assessments and share best practices during Professional Learning Community meetings.

Following the completion of each benchmark assessment, teachers conduct private conferences with students to discuss test results. During this allotted time, students are made aware of current performance levels, and goals are set for improvement. For example, a student scoring in the basic range is shown how many questions he or she answered correctly and incorrectly. Students are given an opportunity to explain their rationale for selecting an incorrect answer. Additionally, students are shown how many more mastered skills are necessary for them to achieve the next performance level. This holds the teacher and student accountable for their achievement and growth.

Effective communication of student performance is vital to student success. Once the students have a thorough understanding of the data, teachers communicate the students' progress to their parents. This communication is achieved in a variety of methods, including individualized written records informing the parents, telephone conversations when there are major concerns and one-on-one conference in critical situations. Each school year begins with grade level parent/teacher meetings to share individual student summative data from the school, system and state.

Jeter also utilizes PowerSchool, a web-based student information system that enables teachers to report academic performance while creating a collaborative environment for parents, teachers and students to communicate. Parents can obtain a password and login to their child's account to track daily progress and weekly assessments. Each student has a portfolio that goes home weekly. This portfolio includes graded student work and student assessment results for parents to review. Parents sign the folder and return it to the teacher, ensuring communication between parent and teacher.

Student benchmark assessment data with detailed explanation is sent home for parents to review, and teachers collaborate with parents to develop a plan of action. This gives parents the tools they need to reinforce learning at home. The PTA newsletter and the community's newspaper, The Millington Star, highlight students' outstanding achievements. Keeping the community informed generates a sense of unity and boosts the confidence of the students. Jeter's website is another tool used to inform the community of upcoming events, important information and links to other academic resources and websites.

Jeter uses the Rapid Notice Communication System, an automated messaging system (voice, email & text) designed to inform parents about various events and share vital information, such as daily attendance and school announcements.

### **3. Sharing Lessons Learned:**

For several years, Jeter has worked collaboratively with four elementary schools in the north area of Shelby County Schools to share best practices. Due to an increase in rigor on state assessments, a new evaluation model and increased emphasis on teacher effect data, these visionary principals took on the task of providing professional development that would impact their schools. They looked at each school's strengths and weaknesses, determined areas of focus and scheduled meeting dates.

Unlike Jeter, these schools serve a population with a small percentage of students that are economically disadvantaged and have a larger number of students scoring advanced or proficient on state assessments. This cluster of schools has built PLCs involving principals, assistant principals and teachers. These focused peer teams meet throughout the year to work collaboratively. The principals representing these five schools hold monthly PLCs to review test data and plan professional development and district learning days for faculty and staff.

The assistant principals meet at a hosting school monthly and are "charged" with an assignment to complete in order to make sure that the logistics of the PLC or in-service are flawless. The assistant principals identify "Superstar" teachers, those that have exemplary teacher effect scores on state assessments, benchmark testing and common formative assessment. The "Superstar" teachers present instructional strategies that their peers can implement to improve student achievement. All participants are given a survey to evaluate the sessions. The data from the surveys is compiled and used to guide future sessions.

Because there has been such a positive response from teachers regarding this "cluster" in-service, Central Office personnel have taken note, visited the professional learning communities and have recommended that other schools adopt the same framework. As pioneers within Shelby County Schools, who have embarked on a new journey to help strengthen leadership, teachers and morale within their schools, these principals have chosen to think outside the box in order to produce results.

### **4. Engaging Families and Communities:**

Jeter believes that parents are an integral component to improving the academic achievement of **all** students. Jeter is focused on ensuring that all children have the opportunity to obtain a high quality education and reach proficiency on challenging state academic standards and assessments. To that end, staff is deliberate in the ways that they engage parents. For example, teachers utilize various means of communication with parents, by not only sending correspondences home with the students, but also by utilizing telephone, email and even text messaging when necessary.

Empowering parents is Jeter's mission. Since the start of the principal's tenure 11 years ago, she purposefully began building meaningful relationships with parents and the community, navigating her way through "the forest." The principal can be found picking up or dropping off students at home or

simply checking in with families when students have missed school without notification. She is determined that Jeter will leave a lasting imprint on the mind of every student, parent, grandparent or community member impacted. She develops a presence in the community and a personal relationship with families and encourages her staff to do the same.

Jeter parents have an avenue to voice their needs, wants and expectations. All parents complete parental engagement surveys at the beginning and end of the school year. Feedback from surveys serves as a compass to plan meaningful, engaging and useful parent workshops and trainings to meet parenting needs. Through workshops and trainings, parents are fully immersed in the importance of home and school connection to support student achievement. Academic activities such as Technology Nights help parents and students navigate web-based learning for home and school use. Jeter's Literacy Night is offered multiple times throughout year to assist parents in working with students to improve Reading skills. In addition to academic assistance support, parents receive ongoing cultural awareness training to guide and model appropriate behavior expectations for students.

Jeter held its first Title I Annual Meeting this school year to inform parents of important information, such as the school's preliminary AYP status, the goals for students and school and resources available to assist parents and students. Furthermore, Jeter's Title I Advisory Committee, consisting of school and community stakeholders, regularly meets to share ideas and concerns, identify successful programs that will increase parent participation and give parents the skills to become advocates for their children.

### 1. Curriculum:

Jeter offers a comprehensive instructional program that encourages all students to reach their maximum academic potential. Jeter's core curriculum is guided by the district and aligned with state curriculum standards and the National Common Core Standards. Teachers ensure that classroom instruction is success-oriented, standards-based and technology-driven, and Student Performance Indicators are used daily to check for students' understanding and mastery.

The Reading/English Language Arts curriculum is based on a 90-minute Reading Block with a built-in three-tier Response to Intervention. The program provides all students with layered instruction in whole group, small group and center-based learning opportunities. Tier I of the 90-minute Reading Block requires all students to use the district-adopted textbook as a tool to navigate classroom instruction. Tier II and Tier III students are identified by a computerized intervention system, called I-Station. These students receive additional reading instruction through small group and individualized computer-based intervention.

Various assessments are administered throughout the year, such as STAR Diagnostic, I-Station, teacher-made tests and Discovery Education benchmark assessments. To supplement literacy, research-based programs and materials, such as Daily Reading and Daily Grammar, Scholastic Weekly Reading magazines and Accelerated Reader, are used for reinforcement.

Jeter has also implemented a 60-minute Math Block. Teachers use the adopted district Math textbook and supplemental materials daily and align weekly lesson plans with the district's Math-pacing guide. Lesson plans reflect differentiated Math intervention, as well. Additionally, Math instruction includes technology integration as reinforcement across all grade levels. Examples include Compass Learning's Odyssey Mathematics and skill-specific Math probes from Discovery Education. Math journals and manipulative sets are utilized for reinforcement and motivation, too.

Science at Jeter engages all students through experience-based and hand-on methods. The district's Science pacing guide and supplemental resources provide teachers with tools to fully integrate Science across the curriculum. In grades 3-5, the STEM model is incorporated in Science instructional planning using the district-adopted textbook. Students in K-2 use an integrated approach with the Reading textbook.

Social Studies is incorporated across the curriculum as well, including Physical Education, Art, Music and Reading. Lessons and activities for Social Studies are aligned with the district's pacing guide using the adopted Reading series in grades K-2. Grades 3-5 build concepts using the district's Social Studies textbook and by incorporating novels and writing prompts that correlate with thematic Reading units.

The Physical Education curriculum was created using Tennessee's standards for grades K-5. Plus, the district's Office of Coordinated School Health helps give our students a deeper understanding of Health and Physical Education. Physical Education classes at Jeter allow students to participate in activities that focus on physical fitness, lifetime sports and team sports.

Visual Arts classes at Jeter include the seven elements required to produce a work of art: line, shape, color, form, space, texture and value. In the Performing Arts, students learn the elements of rhythm and beat through singing and playing instruments.

Technology is used to compliment and enhance successful teaching methods in all subjects at Jeter. The school's technology resources include a laptop cart, computer lab, video devices, digital cameras, projectors and other tools still in development. Jeter hosts Technology Nights during the school year so students can showcase their technology skills for parents.

All teachers assess what their students have mastered in the preceding grade to plan instruction that focuses on growing skills and knowledge in a year of school. Because objectives for lessons in all content areas are stated as "I Can..." statements, students are able to understand and take ownership of instructional expectations.

## **2. Reading/English:**

Jeter Elementary uses the district's Reading curriculum that is aligned with state curriculum standards and National Common Core Standards. The current Pearson Reading series offers students engaging stories and leveled readers, which provide students with additional Reading practice based on their individual needs.

Teachers at Jeter implement an uninterrupted 90-minute Reading block for a three-tier approach to Reading. The reading block incorporates the five components of Reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. These components serve as the foundation for teachers to provide a variety of instructional strategies each day. Beginning in Kindergarten through second grade, teachers establish a culture to develop motivated readers. Meaningful and research-based instruction is provided daily through small and whole group instruction, jingles, rhymes, songs and puppets to incorporate real-life experiences for students. Kindergarten students also participate in focused one-on-one tutoring, and fifth grade student Reading buddies support individualized student needs.

Embedding differentiated instruction during the Reading block is utilized to check for student understanding. Teachers in grades 1-5 utilize brain-based instructional strategies to promote Reading comprehension and academic vocabulary development. Daily writing journals, literacy skill centers, cross-curricular stations, author studies, word-wall pictures and definition activities and secret stories are evident during reading block. "The 100 Books Challenge" encourages children to read 100 books at home with parent monitoring; the Daily Drops in the Bucket Program provides students an abbreviated Reading lesson that enrich and reinforce Reading skills; and "Tune In To Learning" is a melodic learning method that utilizes familiar tunes and incorporates leveled texts to develop fluency, tracking and vocabulary development.

Teachers in grades 3-5 utilize Discovery Education practice probes to provide reinforcement for grammar, comprehension, vocabulary development and literacy skills. Student performance results from probes are tracked and monitored bi-weekly. To further improve students Reading, TCAP Coach Books are utilized to teach test-taking strategies and testing format, academic vocabulary, and comprehension skills. Students in all grades who need additional Reading instruction participate in a 30-minute intervention block utilizing I-Station. I-Station identifies students' individual needs and designs activities for reinforcement.

Additionally, every grade level incorporates a variety of Reading texts: Scholastic News, Weekly Reader, fictional novels, trade books, newspapers and online educational activities for extra Reading support. Jeter is committed to developing students who are accomplished readers. To make all stakeholders aware of Jeter's commitment to Reading, Title I funds are utilized for Literacy Nights.

## **3. Mathematics:**

Jeter students showed an increase of 28 points in Math on the 2011 state assessment. To pace and guide instruction, Jeter utilizes the district's Math curriculum that is aligned with the state curriculum standards

and National Common Core Standards. Teachers employ a variety of instructional strategies such as whole group instruction, differentiated grouping and technology integration, during Math instruction to meet the needs of all students.

The faculty uses a multi-faceted approach to Math instruction. Teachers implement strategies, which include teaching for understanding, using a real-world application approach, increasing instructional time for Math, incorporating manipulative instruction and providing daily problem-solving for all students. Teachers utilize interactive, engaging lessons, where students move from the concrete to abstract, build conceptual understanding, develop fluency and automaticity of skills and procedures. Math instruction is supplemented with cross-curricular units that integrate Math standards in all subjects. Teachers interchange resources and strategies within the school and district to identify best practices to address student needs.

Teachers in grades 3-5 administer the Discovery Education benchmark assessment three times a year. The results from this assessment drive instruction and determine placement of students in skill groups and across grade levels. By focusing on the needs of these students, teachers provide skill-focused instruction that increases students' mastery in Math.

Research-based programs are utilized to support Math instruction daily. IXL, Compass Learning's Odyssey Mathematics, FASTT Math, Rocket Math and Discovery Education probes are resources that prescribe, remediate and assess Math achievement. Teachers in Kindergarten through second grade use Calendar Math, Touch Math and Mountain Math as foundations to prepare students for higher Mathematics.

To create a sense of excitement in Math school-wide, all teachers have implemented activities that motivate student learning and encourage achievement. Teachers' thinking beyond the box has also assisted students in building their Math vocabulary. For example, covering the school walls and ceilings with Tennessee academic vocabulary words, definitions and examples provided students a visual aid to connect learning. Additionally, Jeter connects real-life experiences for student mastery, such as a life-size ATM that was created where students receive play money after they have successfully completed a learning target. Students deposit money earned into their accounts and save for future school activities. All teachers have developed a culture that promotes the importance of students mastering Math state standards to become critical thinkers, problem solvers and innovative individuals.

#### **4. Additional Curriculum Area:**

Science is an important area of the curriculum at Jeter. Teachers have adopted the practices found in the four parts of the STEM model (Science, Technology, Engineering and Mathematics). Jeter believes Science is a discipline better taught through experience-based, hands-on methods. Jeter uses the district's Science curriculum based on state curriculum standards. These units of study include cell, matter, energy, heredity, interdependence, biodiversity, change, the universe, the earth, the atmosphere, energy and forces in motion.

Jeter benefits from a full-time Science lab teacher. The lab teacher works weekly with each classroom teacher to provide enrichment and reinforcement to supplement the Science curriculum. All students benefit from the program because it teaches independent innovation and allows students to explore greater depths of all subjects. Students develop critical thinking skills and are required to work independently and in a group. These skills are going to be required in order for today's students to be tomorrow's global leaders.

Jeter also hosts an annual Science Fair to emphasize the importance of the scientific method. These projects allow students to experiment, make decisions, form and re-form hypotheses, test and examine ideas, seek solutions and most importantly learn more about their world. The projects represent the effort

of each student's investigation into some area of interest and provide ways for students to share the results of those investigations. Through the development of the project, students gain a first-hand appreciation of the work of a scientist and the value of their discoveries. The annual fair is evidence of the schools commitment to integrate STEM education throughout the curriculum.

Jeter participates in the TN Space Week project, with activities designed to increase student interest and performance in Science and Mathematics through a focus on aerospace programs and accomplishments. Teachers at Jeter dedicate an entire "Space Week" to increase student interest and performance in Math and Science. Students explore all realms of the study of space and become involved in motivating activities, while learning essential Math and Science knowledge.

## **5. Instructional Methods:**

Jeter strives to meet the needs of all students. The staff's flexibility and willingness to modify, challenge and utilize new strategies to meet all students' needs is evident. Jeter uses a team teaching approach that allows students to receive instruction from a teacher in their area of expertise. Intervention groups are created among multiple grade levels to target specific skills that are identified for enrichment and reinforcement. Students participate in learning centers with a variety of activities that address different learning styles and ability levels.

Students have the opportunity to participate in APEX (Academic Program for the Exceptional), a special education service designed for students who meet the criteria for Intellectually Gifted by the state of Tennessee. An Individualized Education Plan (IEP) is written for each student that sets academic goals and correlates with above grade level standards. APEX emphasizes critical and creative thinking, research and study skills, problem-solving, decision making, communication skills, leadership skills and development of students as self-motivated, life-long learners.

Jeter implements **Response To Intervention (RTI)** as a method of academic intervention to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement and increasingly intensive research-based instructional interventions for children who continue to experience difficulty. Students who do not show a response to effective interventions are usually recommended for special education services through the Student Intervention Team Process.

Once students are identified and evaluated, the appropriate staff provides services that address all of a child's identified special education and related services needs based on the individual and not on his/her disabilities. An IEP is designed for each student so that teachers, parents, administrators and related services personnel may work together to improve educational results for all children with disabilities. Jeter utilizes the support of co-teachers (special education teachers) in the regular classroom. This has proven to be successful in increasing academic achievement. In addition, a special education teacher may pull out students who are experiencing continued academic difficulties for additional small group support.

English Language Learners (ELL) students at Jeter are provided pullout services as well as strategies for accommodations and modifications. Oxford Picture Dictionaries are available to all English Learners based upon the needs of the students. Study Dog Reading intervention is also available to all ELL students who are identified for RTI as Tier 2 and Tier 3.

## **6. Professional Development:**

Effective principals and teachers remain the most important resources in the challenge to provide every child with a quality education. As a result, Jeter is committed to creating the conditions in which both principals and teachers can continue to grow and learn as professionals. Jeter is one of the districts most dedicated schools to the research based "Professional Learning Communities (PLC) Model" by Richard



and Rebecca DuFour. The model focuses on learning rather than teaching while working collaboratively and holding oneself accountable for results. Teachers at Jeter are given an opportunity during the day to collaborate with their grade levels on focus areas. After determining the area of focus, it is the teachers who work with school leaders to identify a prescription.

Teachers meet monthly to disseminate information and discuss the school needs. They rely on the school's School Improvement Plan as a living, breathing document that contains goals, actions plans and steps necessary to accomplish what is perceived to be areas to strengthen. The lens used in analyzing the breadth and depth of planning is a three-component model for school improvement. This model stresses that any school where a significant number of students are not doing well academically must not only focus on enhancing instruction and curriculum, but also must focus on enabling learning through a comprehensive, multifaceted and cohesive approach for addressing barriers to learning and teaching. Moreover, the school must govern and manage its resources in ways that treat both these components as primary and essential in daily practice.

Teachers participate in District Learning Days, where professional development is offered to meet each school's specific needs. Jeter provides teachers with custom and core professional development that is customized to support the areas of focus. Teachers must complete a minimum of six (6) professional development hours.

The principal at Jeter uses the school's data to determine the professional development direction for the year. She determines what is best for her teachers and provides them with research practices that, when implemented with fidelity, produce outstanding results. The faculty at Jeter believes that with data-driven professional development and their "No Excuses/No Fail" mantra, all students are empowered to be great thinkers and test takers. For the past 10 years, Jeter has had all "A's" in Academic Achievement. Their belief and hard work have produced outstanding results.

## **7. School Leadership:**

The phrase, "it takes a village," epitomizes Jeter's leadership philosophy and structure. The principal's open door policy allows teachers and support staff to share concerns and offer innovative ideas that will increase student achievement.

As the educational leader, the principal builds an instructional team for each student and works each day to make certain that the people on the team are held to high standards. The principal advocates and sustains a nurturing school culture and rigorous instructional program to maximize student learning. Jeter's principal believes that the power in a child's education comes through consistent excellence from the instructional team over time. She searches for the talents of her staff, and she empowers them to use their expertise to grow students academically. She works actively to develop leadership skills in the people around her. Jeter's principal understands that an excellent school requires excellent teachers, and she works extremely hard to hire, develop and retain outstanding classroom teachers. The leadership team believes that the best way to provide an exceptional learning environment for students is to give them outstanding teachers and develop those teachers into leaders. Jeter's leaders focus on students by focusing on teachers.

Jeter's administrators communicate the message that students and teachers are expected to maintain high standards, not only with academics, but also with behavior. The Jeter leadership team consists of the principal and a part-time assistant principal. This unique leadership structure requires a great deal of collaboration and team work that is modeled throughout all school operations.

Administrators believe that the problems of the school are their problems, and they never stop trying to solve them. Develop, explore, challenge, consult, trust and support are the actions that describe Jeter's leaders. Jeter leaders make it their top priority to figure out how their school can excel, and they do

everything possible to make that happen. Finally, Jeter's administration understands that to be effective they must treat everyone with respect every day and recognize staff and students for a job well done.

When entering into the school, one cannot help but feel the positive atmosphere. The leadership understands the power of authentic praise and sets a positive tone in the building. Their exemplary behavior influences the interactions of everyone in the school. Jeter's leadership team works diligently to engage all staff and children in the school and empower them to live out the school's motto: "Excellence in action."

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TCAP

Edition/Publication Year: 2007,2008,2009,2010,2011

Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	89	63	96	98	88
Advanced	14	29	63	65	58
Number of students tested	33	34	27	43	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	83	67	100	94	79
Advanced	13	33	80	47	42
Number of students tested	21	12	10	17	19
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Jeter Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.					

12TN1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: TCAP

Edition/Publication Year: 2007,2008,2009,2010,2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	63	50	100	95	96
Advanced	17	21	59	67	40
Number of students tested	33	34	27	43	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					

**NOTES:** Jeter Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: TCAP

Edition/Publication Year: 2007,2008,2009,2010,2011 Publisher: CTB-McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	81	54	100	95	95
Advanced	36	23	64	54	37
Number of students tested	31	26	42	41	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	75	50	100	90	92
Advanced	50	0	50	45	17
Number of students tested	12	10	16	20	12
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Jeter Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.					

12TN1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: TCAP

Edition/Publication Year: 2007,2008,2009,2010,2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	61	65	95	98	100
Advanced	17	15	57	44	40
Number of students tested	31	26	42	41	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	63	60	88	95	100
Advanced	25	10	31	30	25
Number of students tested	12	10	16	20	12
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Jeter Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.					

12TN1

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5  
Test: TCAP

Edition/Publication Year: 2007,2008,2009,2010,2011

Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	84	57	100	100	96
Advanced	32	21	62	58	56
Number of students tested	28	42	37	40	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	71	41	100	100	91
Advanced	21	12	50	46	38
Number of students tested	12	15	18	13	21
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Jeter Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: TCAP

Edition/Publication Year: 2007,2008,2009,2010,2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	74	66	100	100	100
Advanced	29	9	51	65	50
Number of students tested	28	42	37	40	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	71	53	100	100	100
Advanced	14	0	39	46	33
Number of students tested	12	15	18	13	21
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Jeter Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years' data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.					

12TN1



# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	84	58	98	97	92
Advanced	26	24	63	59	51
Number of students tested	92	102	106	124	136
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	77	51	100	93	86
Advanced	25	15	56	45	34
Number of students tested	45	37	44	50	52
<b>2. African American Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Jeter Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.					

12TN1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	65	60	98	97	98
Advanced	20	14	55	58	43
Number of students tested	92	102	106	124	136
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	67	55	94	96	100
Advanced	19	4	35	36	30
Number of students tested	24	25	34	33	33
<b>2. African American Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Jeter Elementary does not have enough members at each grade level in most subgroups for reporting purposes. The 2009 baseline provided a fixed transition point prior to the 2009-2010 school year implementation of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state in 2009. The 2009 change has prohibited comparisons to previous years data prior to 2009 for achievement reporting including state, district and school-level scores and grades. For 2010, the most appropriate and meaningful comparison would be to 2008-09 and the 2010 state level data.					